CHAPTER 7: FOREIGN/SECOND LANGUAGE TEACHER IDENTITY IN THE DIGITAL TRANSFORMATIONAL MODES OF INSTRUCTION

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1. Introduction

The digital transformation of education is accelerating at present. The swift progress of technology has brought about significant transformations in the field of education, resulting in the restructuring of pedagogical approaches. Teaching languages is one of the fields most impacted by these developments. Language instructors must keep their conventional teaching identities while developing digital abilities in this new digital era.

Language teachers foster communication skills and cultural awareness in addition to teaching grammar and vocabulary. According to Richards and Rodgers (2014), the traditional definition of a language teacher's responsibility is to assist learners in developing their language abilities and to teach them proper pronunciation and grammar. But as the world has gone digital, this role has expanded to include teaching children digital literacy skills and becoming proficient with digital technologies (Kessler, 2018).

Digital transformation involves the integration of educational technologies and the use of digital tools in teaching processes. The widespread use of the internet, mobile applications, virtual classrooms and online education platforms has brought revolutionary innovations to language teaching. In this context, language teachers must learn how to use technology effectively and integrate these skills into their teaching processes (Chapelle, 2003). One of the most obvious effects of digital transformation is that it can provide learners with learning opportunities outside the classroom. For example, online language learning platforms and applications provide students with 24/7 access (Godwin-Jones, 2014).

In addition to conventional teaching techniques, language education in the digital era has embraced novel teaching methodologies. Language instruction commonly makes use of blended learning, which is described as the blending of online and in-person instruction (Graham, 2006). This approach gives students freedom and enhances the participatory nature of the learning experience. Additionally, cutting-edge techniques like simulations and game-

based learning are applied in language instruction to boost motivation and improve language proficiency in a more enjoyable way (Reinders & Wattana, 2014).

Language teachers must adapt to the changes brought about by digital transformation and adopt teaching styles that are appropriate for the requirements of this new era. The integration of technology into education requires teachers to increase their digital competencies and use innovative methods in teaching processes. In this context, language teachers' adaptation to digital transformation while preserving their teacher identities will enrich students' language learning experiences and contribute to them becoming more effective individuals in the digital world.

2. The Role and Identity of the Language Teacher

The role and identity of foreign language teachers are of great importance in the field of education. These teachers should be seen not only as people who transfer language knowledge and skills but also as guides who develop students' cultural understanding and provide them with a sense of global citizenship. These roles and identities of teachers have a profound effect on the educational process and students' language learning experiences.

First of all, the most obvious role of foreign language teachers is to teach students the four basic skills of language - listening, speaking, reading and writing (Richards & Rodgers, 2014). However, this role is not limited to teaching grammar rules only. Teachers also integrate cultural content into their lessons to help students understand the cultural context of the language (Kramsch, 1993). This allows students to see language not only as a technical skill but also as a social and cultural tool.

The identities of foreign language teachers are often shaped by their educational philosophies, personal experiences, and professional development. Norton (2000) states that teacher identity is a continuous negotiation process regarding who teachers are and how they see themselves. This identity directly affects teachers' behavior in and out of the classroom, their attitudes toward students, and their teaching methods. How teachers define themselves is also reflected in the relationships they establish with students and their motivation to learn.

In addition, the identities of foreign language teachers are closely related to their professional development. Teachers' participation in continuous professional development programs contributes to both the updating of their pedagogical knowledge and the strengthening of their teaching identities (Freeman & Johnson, 1998). Foreign language teachers, in particular, have

to constantly renew themselves in order to follow the ever-changing nature of language and to provide their students with the most up-to-date information.

The role and identity of foreign language teachers also include social and emotional dimensions. Teachers help students cope with the difficulties they encounter in the language learning process and provide them with motivation (Dörnyei, 2001). This shows that teachers are not only knowledge transmitters but also supportive guides. This aspect of teachers helps students overcome the emotional and psychological barriers they encounter in the language learning process.

The pandemic process has brought about profound changes in the education system, with a particular emphasis on the function and identity of foreign language teachers. Teachers have had to quickly adjust to online learning environments since the epidemic started, which has changed their pedagogical identities and methods of instruction (Jandrić et al., 2022).

First of all, foreign language teachers' skills in using technology have increased significantly. Teachers who have had to move away from the traditional classroom environment and use digital tools effectively have learned to use platforms such as Zoom, Google Classroom and various language learning applications or management systems. This change has caused teachers to gain a new identity by increasing their digital literacy (Phoon et al., 2021). In addition to technological adaptation, teachers have also had to adapt their pedagogical strategies. For example, they have started to use more visual and interactive materials to encourage online interaction (Wahid et al., 2020).

The pandemic has also transformed teachers' relationships with students. With the decrease in face-to-face interaction, teachers have developed new methods to increase student engagement and motivation. More personal feedback and one-on-one online meetings have led to greater student participation in the language learning process (Bidari, 2021). This has led teachers to become mentors who not only impart knowledge but also closely monitor students' learning processes.

On the other hand, there have been significant changes in teachers' identities. Teachers, who were traditionally the authority figures in the classroom, had to take on a more accessible and supportive role in the online environment. This situation required more flexibility and understanding in teacher-student relationships (Ally, 2019). This new identity of teachers has also highlighted their emotional intelligence and empathy.

Furthermore, there have been modifications to the professional development procedures for foreign language teachers. Many teachers have enhanced their professional abilities and expertise by attending numerous trainings on digital pedagogical technologies and online education throughout the pandemic (Leary et al., 2020). In order to keep up with the ever-changing nature of education, teachers must be lifelong learners.

In light of the multiple, dynamic, and contradictory nature of language teacher identity (Varghese et al., 2005), Zhang and Hwang (2023) declare that the following image employs a post-structural viewpoint. This viewpoint sees language teacher identity as built and reconstructed through practice and discourse within a specific context. In intrapersonal, interpersonal, and institutional contexts, this figure illustrates how language teachers' identities were reconstructed through synchronous online education during the outbreak from the perspectives of practice, discourse, and agency. Trent's (2014) integrated structure serves as its foundation.
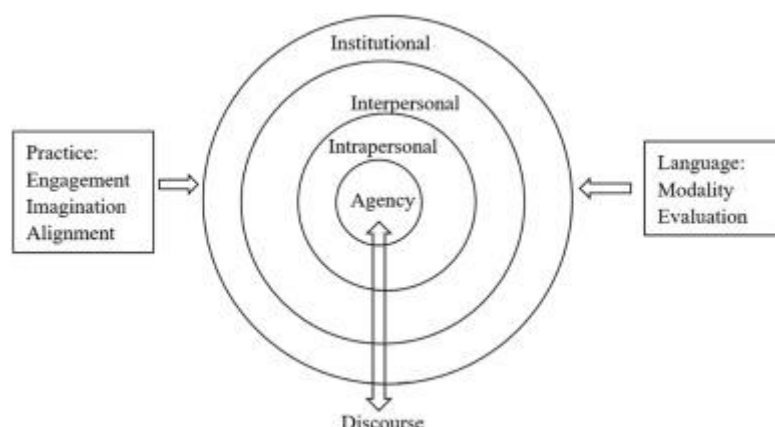

Figure 1. Integrated framework for investigating teacher identity (Trent, 2014).

As a result, the role and identity of foreign language teachers go far beyond language teaching. In addition to developing students' language skills, they also shape their cultural understanding and global perspectives. Teachers' own identities and professional development directly affect their teaching approaches and the relationships they establish with students. Therefore, the roles and identities of foreign language teachers are of critical importance for the success of language education. When the pandemic period is taken into account, it is seen that it has led to radical changes in the role and identity of foreign language teachers. Technological adaptation, reshaping of pedagogical strategies and transformation in teacher-student relationships have caused significant changes in both the professional and personal identities of teachers. This process has highlighted teachers' skills such as flexibility, innovation and emotional intelligence, making them dynamic and adaptable individuals of the modern educational

environment (Meishar-Tal et al., 2023). These changes have offered important implications for future educational practices and teacher development.

3. The Digital Transformation in Education

Digital transformation in education causes radical changes in learning and teaching approaches by integrating information technologies into educational processes. This transformation increases accessibility in education, offers individualized learning opportunities and encourages the evolution of pedagogical methods (Selwyn, 2021).

Digital transformation refers to the integration of technological innovations into education and this process occurs when educational institutions adopt digital tools and platforms (Aoun, 2017). This transformation includes elements such as the digitization of teaching materials, the use of online learning platforms and the conduct of big data analyses in education (Anderson, 2008).

Digital transformation in education offers significant advantages in terms of access to educational resources. Thanks to the internet and digital tools, geographical barriers are eliminated and learning materials are becoming accessible worldwide. For example, online courses and open educational resources play a critical role in providing equal opportunities in education (Siemens, 2005).

Digital transformation increases individualized learning opportunities. Customized learning experiences can be offered according to students' learning speed, interests and needs. This is especially possible with adaptive learning technologies and artificial intelligence-supported educational tools (Johnson et al., 2016). These tools analyze students' performance data and offer them the most appropriate learning materials and activities.

Digital transformation also enables pedagogical methods and teaching strategies to evolve. Traditional teaching methods are giving way to more interactive and student-centered approaches. For example, the flipped classroom model allows students to learn course materials online in advance and engage in more practice and discussion in class (Bergmann & Sams, 2012). This model increases student participation and learning effectiveness.

However, there are also various difficulties and obstacles in the digital transformation process. Inequalities in access to technology can deepen the digital divide. In addition, teachers' inadequate digital skills can prevent the effective use of digital tools (Kozma & Voogt, 2003).

Therefore, in order for digital transformation in education to be successful, continuous training programs and technological infrastructure for teachers must be developed.

Digital transformation in education will become even more important in the future. Especially during the pandemic, online and distance education applications have gained great momentum, and the potential of digital education has become even more evident (Hodges et al., 2020). In the future, advanced technologies such as artificial intelligence, virtual reality and augmented reality are expected to be used more widely in education.

Thus, digital transformation in education is radically changing teaching and learning processes and creating a more accessible, individualized and interactive environment in education. However, for this transformation to be successful, technological infrastructure must be developed, teachers' digital skills must be increased, and the digital gap must be closed.

4. The Digital Transformation in English Language Teaching and Learning

Today, digital technologies are bringing about radical changes in the field of education. English language learning and teaching has also been greatly affected by this digital transformation. Digital tools and platforms offer new methods and opportunities for language teaching and learning, while also expanding access to language education. In this chapter, the effects, advantages, challenges and potential future developments of digital transformation on English language learning and teaching will be summarized.

Digital transformation is supported by various tools and platforms that make English language learning and teaching more accessible and effective. For example, language learning applications (Duolingo, Babbel, Memrise) allow students to learn at their own pace. These applications increase student motivation and make the learning process more fun by using gamification techniques (Li & Lan, 2022). In addition, online course platforms (Coursera, edX) and digital textbooks offer students a rich learning experience and provide teachers with a wide range of resources.

Massive Open Online Courses (MOOCs) democratize English language learning and teaching by reaching a wide audience worldwide. MOOCs allow students to progress at their own pace and are supported by a variety of multimedia content. Such courses have great potential to provide quality language education, especially to students in developing countries (Barger, 2020).

Virtual reality (VR) and augmented reality (AR) technologies make English language learning more interactive and realistic. Students can practice language in virtual environments using VR glasses and AR applications. Such technologies offer great advantages, especially in terms of speaking practice and developing cultural understanding (Wang & Vásquez, 2012).

Digital resources offer a number of advantages in English language learning. First of all, these resources provide flexibility; students can study whenever and wherever they want. In addition, digital resources offer personalized learning experiences. Students can choose materials that suit their needs and learning styles (Pegrum et al., 2018). In addition, digital platforms allow students to monitor their progress and receive feedback.

Digital transformation also redefines the role of teachers. Teachers must integrate digital tools and resources beyond traditional lecture methods. This requires teachers to develop digital literacy skills (Schrum et al., 2008). In addition, monitoring student performance and providing personalized feedback through digital platforms allows teachers to guide more effectively.

Despite the advantages of digital transformation, there are also some challenges and obstacles. First, the digital divide problem can lead to inequalities in access to technology. Especially in low-income areas, students and schools may have difficulty accessing digital tools and the internet (Warschauer, 2004). In addition, excessive use of digital resources can lead to a decrease in face-to-face interaction and socialization. Therefore, it is important to use digital and traditional teaching methods in a balanced way.

Digital transformation in English language learning and teaching will continue in the future and will be supported by more advanced technologies. Artificial intelligence (AI) and machine learning have the potential to provide students with more personalized and adaptive learning experiences (Lesia Viktorivna et al., 2022). AI-based language teaching applications can detect students' weaknesses, provide targeted feedback, and optimize the language learning process.

Digital transformation has brought about major changes in English language learning and teaching. Digital tools, platforms and technologies have made language learning more accessible, interactive and personalized. Teachers can provide their students with a richer learning experience by effectively using digital resources. However, challenges such as the digital divide and the decrease in face-to-face interaction should also be considered. In the future, artificial intelligence and other advanced technologies will continue this transformation by providing even more innovative solutions in English language learning and teaching.

5. The Platforms of Instruction in English Language Teaching

English as a foreign language (EFL) learning has become increasingly important in the globalizing world. English has become a widely used language in international communication, business, academic studies and cultural interactions. Therefore, improving individuals' English language skills has become a critical necessity to increase career opportunities and to be able to communicate effectively with various communities around the world.

Various teaching modes and digital platforms used in language learning allow both learners and teachers to have a more effective and efficient learning experience. In addition to traditional classroom-based teaching, innovative methods such as online courses, mobile applications, language learning software and hybrid learning models offer a wide range in language education. These technological developments provide learners with flexibility, accessibility and personalized learning opportunities, while also providing teachers with the opportunity to develop more dynamic and interactive teaching methods.

A detailed examination of the main teaching modes used for learning and teaching English as a foreign language platform and the advantages, disadvantages and application methods of each mode have become a common need for teachers and teacher educators. In addition, it is very important for stakeholders to evaluate the role of digital platforms in language teaching, their impact on student success and potential future developments. Therefore, the teaching modes that can be used for EFL students, teachers and teacher educators are given below as a guide and in the form of brief explanations, and it is aimed to contribute to the identity formation processes of English as a foreign language teacher in order to determine and implement the most effective methods in language education.
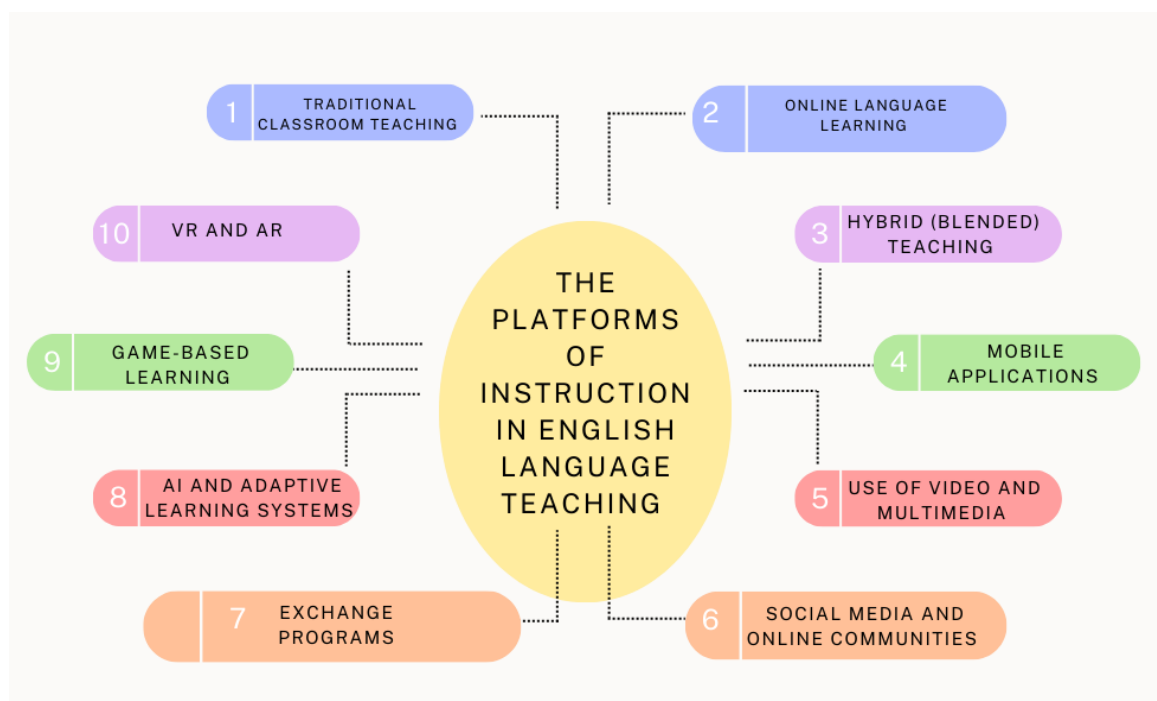
Figure 2. The platforms of instruction in English language teaching

Traditional classroom teaching is a teaching method that involves face-to-face interaction and is usually directed by a teacher. This mode provides direct communication between the teacher and students, and the feedback process is fast (Richards & Rodgers, 2014). In-class activities, group work and individual presentations make language learning more interactive.

As a result of the digital age, *online language learning platforms* have gained great popularity. Platforms such as Duolingo, Rosetta Stone and Babbel offer flexible and personalized learning experiences where students can progress at their own pace. These platforms make language learning fun with features such as gamification, interactive exercises and instant feedback (Godwin-Jones, 2014).

Hybrid teaching combines traditional classroom teaching with online learning modes. This approach allows students to benefit from both face-to-face interaction and online resources. Hybrid teaching allows students to use different methods to improve their language skills and provides flexibility (Graham, 2006).

Mobile applications offer portable solutions that make language learning possible anytime, anywhere. Applications such as Memrise, Anki, and HelloTalk stand out with their user-friendly interfaces and content that targets various language skills. Mobile applications facilitate language learning with short-term and frequently repeated learning sessions (Kukulska-Hulme & Shield, 2008).

Video platforms such as YouTube, Netflix, and TED Talks offer a rich resource for English language learners. These platforms offer real-life conversations, subtitles, and the opportunity to recognize various accents. Videos help students improve their listening and comprehension skills (Berk, 2009).

Social media platforms and online language learning communities provide an interactive and supportive environment for language learners. Platforms such as Facebook groups, Reddit forums, and Discord channels allow students to communicate with other language learners and native speakers. Such interactions provide opportunities for language practice and cultural awareness (Blattner & Fiori, 2009).

Language exchange programs and tandem learning provide language learners with direct contact with native speakers. These programs provide students with the opportunity to practice their language skills in the real world and receive immediate feedback. Language exchange fosters cultural exchange and strengthens the sociocultural aspects of language learning (O'Rourke, 2007).

Artificial intelligence (AI) and adaptive learning systems provide personalized language learning experiences. These systems provide content and feedback based on students' individual learning needs. For example, AI-based platforms analyze the student's language level, offer exercises of appropriate difficulty, and continuously monitor progress (Schmidt & Watanabe, 2001).

Game-based learning is a teaching mode that makes language learning fun and motivating. Language learning games offer a variety of interactive activities to develop vocabulary, grammar, and speaking skills. Game-based learning helps students consolidate their language skills and increase motivation (Gee, 2003).

Virtual reality (VR) and augmented reality (AR) offer innovative approaches to language learning. While VR allows students to practice their language skills in virtual environments, AR makes learning more interactive by combining the real world with digital information. These technologies allow language learners to immerse themselves in language environments that they will use in real life (Liu et al., 2018).

English as a foreign language learning and teaching platforms are enriched with various teaching modes. Offered in a wide range from traditional classroom methods to digital solutions, these modes offer flexible and effective learning experiences that suit the needs of

students and teachers. These platforms can include many different elements such as audio and video lessons, interactive exercises, game-based learning tools and virtual reality applications.

The continuous development of technology also ensures that language learning and teaching methods are constantly renewed. In particular, advanced technologies such as artificial intelligence and machine learning provide personalized learning experiences, allowing students to develop their language skills more quickly and effectively. Thanks to online platforms, mobile applications and distance education programs, the language learning process has become independent of geographical restrictions and has reached a wider audience.

Following the developments in this field is important for the future of language learning. Teachers' continuous learning of new technologies and teaching strategies helps students develop their language skills in the best way possible. In addition, the integration of digital tools can increase students' motivation and greater engagement in the learning process. The importance of innovation in education not only increases the efficiency of language learning but also promotes cultural and social interaction.

6. The Process of Digital Transformation in ELT(E)

The rapid development of technology has led to radical changes in the education sector and has made the digital transformation process mandatory for foreign language teachers. This transformation has brought innovations in many areas, from teaching methods to the role of teachers. Digital tools and platforms have enabled the development of more effective methods in language teaching and have also required teachers' digital skills to increase significantly (Prensky, 2009). This part examines the digital transformation processes of foreign language teachers and examines the effects of these processes on teachers' professional development and teaching quality.

Digital transformation has reshaped the educational approach of foreign language teachers. Traditional classroom teaching methods have given way to interactive learning processes using digital tools and platforms (Mishra & Koehler, 2006). The rapid transition to the distance education system, especially during the pandemic, has further increased the importance of having digital skills. Teachers' ability to use digital tools effectively has become critical in supporting students' language learning processes.

Teachers have begun to gain competence in issues such as digital content production, online course management, and the creation of virtual classroom environments (Ertmer & Ottenbreit-

Leftwich, 2010). The development of these skills has also contributed to the professional development of teachers and made them suitable for the requirements of the age. However, in cases where the level of digital literacy is low, the time it takes for teachers to adapt to these processes may be longer and may lead to a loss of motivation (Selwyn, 2021).

Digital tools have enabled the adoption of a student-centered approach in foreign language teaching. The provision of content appropriate to the individual needs of students contributes to a more efficient language learning process (Chapelle, 2009). For example, language learning applications, gamification methods, and online language platforms help students develop their language skills while also increasing their motivation (Godwin-Jones, 2014). Teachers' ability to use these tools effectively also depends on their attitudes towards technology. Some teachers may be more willing and innovative in integrating technology into educational processes (Rogers et al., 2014). However, if technology is not used correctly, the teaching process may be negatively affected, and students' learning performance may decrease (Bebell & O'Dwyer, 2010).

Digital transformation has also redefined the roles of teachers in the classroom. While the traditional teacher role is defined as a figure who transfers information, in the digital age this role has evolved into a role that guides, directs learning processes and develops students' independent learning skills (Collins & Halverson, 2018). This change has required teachers to reconsider their pedagogical approaches.

The integration of digital tools into teaching processes has required teachers to restructure their lesson plans and prepare materials that are suitable for students' individual learning styles (Koehler & Mishra, 2009). This process requires teachers to exhibit more flexibility and creativity. In addition, digital tools have made it necessary for teachers to constantly keep their professional development up-to-date (Tondeur et al., 2012).

The digital transformation process of foreign language teachers has significantly affected their professional development and the quality of their education. The widespread use of digital tools in language teaching has enabled the adoption of a student-centered approach and redefined the role of teachers. However, the successful management of this process is possible by increasing teachers' digital literacy levels and developing a positive attitude towards technology. It is anticipated that in the future, digital transformation will take more place in foreign language teaching and teachers will adapt better to this process.

7. The Strategies for Digital Identity Creation and Transformation Processes

Today, the rapid increase in digitalization has led to radical changes in the field of education. Foreign language teachers, in particular, have been faced with the necessity of creating and transforming their digital identities in order to be able to be present on digital platforms and to communicate more effectively with their students through these platforms. This process does not consist of just opening a social media account; on the contrary, it has a planned and sustainable structure that requires a strategic approach.

Creating a digital identity is the process of representing a teacher's professional presence on online platforms. The first step to consider in this process is to create a personal brand. A personal brand determines how a teacher is perceived online, and a positive perception helps them to be seen as a reliable source by both students and colleagues (Johnson, 2017). In order to create a personal brand, teachers should choose a specific theme or area of expertise and produce content in this area. For example, a teacher who specializes in innovative methods in language teaching can provide valuable information to their followers by sharing developments and their own experiences in this field.

After the creation of a digital identity, it needs to be constantly updated and developed. Professional development is one of the key components of this process (Oliveira & De Souza, 2022). In order to keep up with the rapid changes in the digital world, teachers need to be open to new technologies and pedagogical approaches and constantly improve themselves in these areas. Furthermore, foreign language teachers can contribute to students' language learning processes by effectively using digital game-based learning tools or social media platforms.

In addition, networking and collaboration strategies are also important in the process of transforming a digital identity. Sharing information, creating professional networks, and developing joint projects on digital platforms by collaborating with other teachers and experts in the field can strengthen teachers' digital identities (Fischer et al., 2020). Such collaborations allow teachers to gain different perspectives and present their digital assets in a richer way.

Ethical and security issues should not be overlooked in the processes of creating and transforming a digital identity. Teachers should ensure that the information they share in online environments is accurate and take care to protect the privacy of their students. In addition, they should manage their personal information securely by being aware of their digital footprint and be protected against possible cyber threats (Gu & Lai, 2019).

The digital identity creation and transformation processes of foreign language teachers have become one of the basic requirements for being an effective teacher in the digital age. In this process, it is necessary to create a personal brand, continue professional development, adopt networking and collaboration strategies, and pay attention to ethical and security issues. In this way, teachers can create a strong digital presence both professionally and pedagogically.

8. The Importance and Necessity of Digital Identity Transformation for English Language Teacher Educators

In the rapidly evolving digital landscape of the 21st century, the roles and responsibilities of English teacher educators have expanded significantly. The traditional methods of teacher education, which primarily focused on face-to-face interactions and print-based resources, are being challenged by the integration of digital technologies in education. This shift necessitates the development and transformation of digital identities among English teacher educators to remain relevant and effective in their roles. Thus, discussing the importance and necessity of digital identity transformation for English language teacher educators, considering the changing educational environment, the needs of the learners, and the professional demands placed on educators, attracts vital importance.

The global education landscape is undergoing a significant transformation due to the advent of digital technologies. Online learning platforms, virtual classrooms, and digital resources have become integral components of modern education (Phoon et al., 2021). For English teacher educators, this means that traditional pedagogical methods need to be supplemented, or even replaced, by digital tools and resources that facilitate remote learning and online interactions (Mirra, 2019). This shift requires educators to not only be proficient in the use of these technologies but also to develop a digital identity that reflects their adaptability and competence in the digital realm.

Digital identity, in this context, refers to the way educators present themselves and interact in online spaces. It encompasses their online presence, the tools they use, the digital resources they create or curate, and their ability to engage with learners in virtual environments (Selwyn, 2014). The transformation of digital identity is essential for English teacher educators because it directly impacts their ability to connect with students, deliver content effectively, and maintain professional credibility in an increasingly digital world.

Today's learners are digital natives who have grown up with technology at their fingertips. They are accustomed to accessing information online, communicating through social media, and

learning via digital platforms (Prensky, 2009). English teacher educators must recognize that these learners have different expectations and learning styles compared to previous generations. To meet these needs, educators must transform their digital identities to align with the preferences and behaviors of modern learners.

One of the key aspects of this transformation is the ability to create and deliver digital content that is engaging, interactive, and accessible. Digital tools such as video tutorials, interactive quizzes, and online discussion forums can enhance the learning experience and cater to the diverse needs of learners (Dabbagh & Kitsantas, 2012). Moreover, English teacher educators must be proficient in using social media and other online platforms to communicate with students, provide feedback, and create a sense of community in the virtual classroom (Greenhow & Lewin, 2019). By doing so, they not only enhance the learning experience but also demonstrate their digital literacy and adaptability.

The transformation of digital identity is not a one-time event but an ongoing process that requires continuous professional development and lifelong learning. As digital technologies continue to evolve, English teacher educators must stay updated with the latest trends, tools, and pedagogical approaches. This requires a commitment to professional development through online courses, webinars, workshops, and other learning opportunities that focus on digital literacy and pedagogy (Mishra & Koehler, 2006).

Furthermore, English teacher educators must be reflective practitioners who critically evaluate their digital identity and its impact on their teaching practice. This involves regularly assessing their online presence, the effectiveness of the digital tools they use, and their ability to engage with learners in virtual environments. By doing so, they can identify areas for improvement and make the necessary adjustments to ensure that their digital identity remains relevant and effective in the context of modern education.

While the transformation of digital identity is essential for English teacher educators, it is not without challenges. One of the main challenges is the digital divide, which refers to the gap between individuals who have access to digital technologies and those who do not (Selwyn, 2004). This divide can affect both educators and learners, particularly in regions with limited access to technology and internet connectivity. English teacher educators must be aware of these disparities and take steps to ensure that their digital transformation does not exclude or disadvantage certain groups of learners.

Another challenge is the issue of digital privacy and security. As educators increase their online presence and engage with learners in virtual spaces, they must be vigilant about protecting their personal information and maintaining professional boundaries (Livingstone et al., 2012). This includes understanding the risks associated with digital technologies, such as data breaches and cyberbullying, and taking appropriate measures to mitigate these risks.

Finally, the transformation of digital identity requires a shift in mindset among English teacher educators. Some educators may be resistant to change or lack confidence in their digital skills. It is crucial to provide support and encouragement to these educators, helping them to develop their digital competencies and embrace the opportunities that digital technologies offer for teaching and learning.

In conclusion, the transformation of digital identity is a critical process for English language teacher educators in the 21st century. As the educational landscape continues to evolve, educators must adapt to the changing needs of learners and the demands of the digital age. This requires a commitment to ongoing professional development, a willingness to embrace new technologies, and a reflective approach to teaching practice. By transforming their digital identities, English language teacher educators can enhance their effectiveness, maintain professional credibility, and contribute to the success of their learners in the digital era.

9. The Competencies of English Language Teachers and Teacher Educators with Digital Identity Transformation

Digitalization has led to radical changes in the field of education and has made it necessary for teachers to redefine their digital identities. English teachers and the teacher educators who train these teachers must have certain competencies in order to be effective and competent in the digital transformation process.

One of the most critical components in digital identity transformation is the Technological Pedagogical Content Knowledge (TPACK) competency. This competency requires teachers to be both proficient in technology and to know how to use this technology for pedagogical purposes (Mishra & Koehler, 2006). It is important, especially for English teachers, to have a deep knowledge of how to integrate digital tools into language teaching. For example, digital storytelling, online language learning platforms, and mobile applications can be effective in improving students' language skills (Moradi & Chen, 2019).

Digital transformation requires teachers to develop not only their skills in using technology but also their digital literacy. Digital literacy includes the ability to critically evaluate, create, and share digital content (Belshaw, 2012). English teachers should be careful when choosing digital resources to improve students' digital literacy and use these resources in line with pedagogical goals (Bilki et al., 2023).

In the process of digital identity transformation, it is critical for English teachers to have effective communication and interaction skills in online environments. Teachers should have strong communication skills to increase student motivation, provide meaningful feedback, and encourage student participation in online courses (Hampel, 2015). In this context, English teachers can interact with students by effectively using tools such as online forums, discussion boards, and social media (Arnold & Ducate, 2011).

While digital transformation makes it easier for English teachers to address a global audience, it also increases the need for cultural awareness and sensitivity. Teachers should observe cultural sensitivity when interacting with students from different cultures in the digital environment and reflect this awareness in their course content (Byram, 1997). When selecting and using digital materials, content that supports cultural diversity and is free from prejudice should be preferred (Canagarajah, 2012).

Digital identity transformation requires teachers to continuously invest in their professional development. English teachers and teacher educators should regularly attend trainings and be involved in professional networks to stay up-to-date on digital tools and pedagogical approaches (Darling-Hammond et al., 2017). This is an important factor that will ensure that both teachers and students are successful in the digital transformation process.

Therefore, English teachers and teacher educators need to have a wide range of competencies in order to be effective in the digital identity transformation process. These competencies include not only the ability to use technology, but also areas such as pedagogical knowledge, digital literacy, communication, cultural awareness, and continuous professional development. Accordingly, it is essential for teachers to continuously develop these competencies in order to be successful in the digital transformation process.

10. Conclusion

Digital transformation has had a major impact on the field of education and has led to radical changes in the identity of foreign/second language teachers. Technological tools and digital platforms have expanded and transformed the roles of language teachers by reshaping teaching methods. This transformation has required teachers to become digital content designers, technology integrators and guides who guide the learning process, rather than simply transmitters of information.

First of all, digital transformation has enabled teachers to rethink their pedagogical approaches and use digital tools effectively to develop students' language skills. Digital tools offer teachers the opportunity to enrich their in-class and out-of-class learning experiences. For instance, online language applications, video conferencing tools and virtual classrooms allow language teaching to continue regardless of time and space constraints. This allows teachers to provide a flexible learning environment. Thus, language learning is not limited to the classroom environment; students have the chance to interact with different cultures and apply their language skills in real-world contexts.

Digital transformation also supports teachers' professional development. Online education programs, webinars, and online communities help teachers learn about new pedagogical approaches, digital tools, and best practices. In this way, teachers have the opportunity to continuously improve themselves by sharing knowledge and experience with their colleagues. This helps teachers keep their identities dynamic and current.

However, it is also true that digital transformation creates some challenges for teacher identity. Effective use of digital tools requires teachers to constantly update their technological skills. Some teachers may experience adaptation difficulties due to the complexity of digital tools or rapidly changing technological trends. This situation may cause teachers to experience anxiety and stress in keeping up with the digital transformation. In addition, digital transformation may change teacher-student interaction and virtual communication may replace traditional face-to-face interactions, which may lead to a decrease in emotional connection during the teaching process for some teachers.

Correspondingly, digital transformation has significantly affected the identity of foreign/second language teachers. Teachers must redefine themselves in accordance with the requirements of the digital age. In this process, teachers who can effectively use the opportunities offered by technology, who are flexible, innovative, and open to continuous learning will benefit the most

from digital transformation. Educational institutions and policymakers can facilitate this transformation process by providing resources and training to support teachers in developing their digital skills. Thus, digital transformation has the potential to strengthen teachers' professional identities while opening new horizons in language teaching.

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